

Better Homes and Centers



Department of Consumer
and Industry Services

STAFF MANAGEMENT

Issue 45

Winter, 1998

Dear Reader,

This publication shares with the child care community, parents, and other interested persons, topical information regarding young children who are cared for in licensed child care settings.

We encourage child care providers to make this publication available to the parents of the children in care or to provide them with the web address so they may receive their own copy.

Inside This Issue

Director's Corner	2
Michigan 4C Professional Development Opportunities	3
Interviewing and Hiring: Making the Right Choice	4
Employee Rights and Employer Responsibilities	6
Job Description and Evaluation	7
Employee Handbook and Company Manual Procedures	8
Staff Also---	9
When You Are the Staff: Personnel Management	10
Resolving Staff Conflict	11
This Isn't Working Out, So Now What Can I Do?	12
Resources: Staff Development	13

WELCOME NEW LICENSING CONSULTANTS!

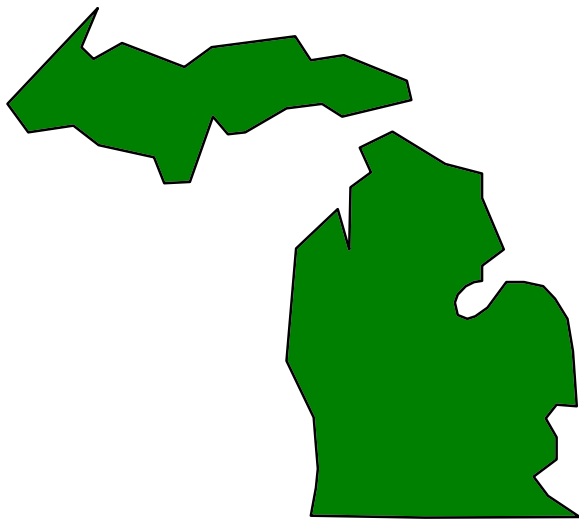
Thomasa Bond - Detroit Office
Melody Finley - Detroit Office
Regina McKinney - Detroit Office
Doris Hayes - Macomb Office
Bob Stefanovich - Macomb Office

Kathy Kurina - Ingham Office
Mary Pat Jennings - Isabella Office
Sandy Rademacher - Genesee Office
Jeanette Thompson - Ypsilanti Office

We congratulate the following new Area Managers:

Kathleen Nixon - Ingham Office

Donna Bousson - Oakland Office



DIRECTOR'S CORNER

Occasionally events occur in licensing that surface a concern for all of us, especially when children die. This Fall, in a period of one month, Michigan lost three children to tragic deaths—two from drowning and one from suffocation. The lives of their families, as well as the providers and their families, have been traumatized and altered for life.

About this same time I received information from the U.S. Consumer Product Safety Commission warning parents and caregivers about leaving children unattended in infant bathtub seats. It seems that a number of drowning deaths had occurred when these infants were left unsupervised in their infant bathtub seats.

An August issue of the U. S. News and World Report explored the dangers in day care. This special report highlighted how trusting parents can be when they leave their child in regulated child care. Licensing in and of itself does not guarantee the safety of children. No matter how well a child care facility meets licensing requirements, there is no substitute for the need to provide constant supervision of children in care.

For example, in a day care home where one of the children recently drowned, the play area seemed to be secured by an appropriate fence. Yet the child managed to get away from the safe area and drowned in a pond some distance from the home.

I want to emphasize, as strongly as I can, that nothing can replace appropriate supervision. Child proofing one's home or center may provide child care staff with a false sense of security. Children are unpredictable. While efforts are made to teach children right and wrong, what is off limits and what is not, tragedies happen. Although not all children who walk away from a child care facility undetected by staff are met with an unfortunate tragedy, the potential is there.

As a department, we will take a hard line on providers losing track of children. At an absolute minimum, parents must be assured that their child care provider knows where their child is at all times. The better the supervision and monitoring of children, the less likely that a child will be lost, injured, or worse.

In child care, we cannot play percentages just be-

**Let's commit to zero
lost children and zero
preventable deaths!**

cause over 300,000 children are in care. Please take the time to review your supervisory practices and those of

your staff. **Let's commit to zero lost children and zero preventable deaths! One child who dies because of a lack of supervision is one too many.**

Sincerely,

Ted deWolf, Director
Division of Child Day Care Licensing

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FROM THE MICHIGAN 4C ASSOCIATION

Margaret Crawley, Michigan 4C Association

The Michigan Legislature responded to recent research on brain development that places importance on the early years of a child's development and recognized the need for expanded and improved child care as a result of welfare reform. Funding in the Family Independence Agency (FIA) budget was increased to help child care providers attend training, receive scholarships to complete the Child Development Associate (CDA) credential, become accredited by a national organization, or apply for improvement grants. Michigan 4C Association has a contract with FIA to implement several services for providers.

Equip (Enhanced Quality Improvement Grants)

- Grants of \$500 to \$4,999 are available to help child care providers in centers and homes improve the quality of child care programs and increase the number of spaces for infants, children with special needs and children who need care during evenings and weekends. Child care programs where at least 25% of the children in care receive payments from FIA are eligible to apply for a competitive grant.

Interested providers may call Midge Merritt at Michigan 4C Association at **1-800-950-4171** for an application. **The application due date is February 28, 1998. Another award deadline will occur May 30, 1998 if funds remain available.**

Michigan Child Care Futures Training Programs

- Basic training of 15 hours covers essential information and skills related to caring for children in a child care setting.
- Advanced training of 10 hours responds to the training needs of child care providers in communities and covers the basic information in more depth.
- Training for Administrators of 15 hours covers the knowledge and skills needed to administer a child care program.

- Special needs training of 15 hours helps child care providers, who have already completed at least the basic training, to partner with parents and integrate children with special needs into the child care program.

- Family Support training of 10 hours helps child care providers understand and work with children from families who have multiple needs and stresses often resulting from poverty.

Child care providers may call their **local/regional 4C agency** for details of when and where training series will be offered in their communities. To find the number of your local/regional 4C agency, please call **Michigan 4C Association at 1-800-950-4171.**

Scholarships Available

Scholarships are available for child care providers in the following categories:

- Child Development Associate Credential (CDA).
- Accreditation through the National Association for the Education of Young Children (NAEYC).
- Accreditation through the National Association for Family Child Care (NAFCC).

Accreditation scholarships are available for child care programs, (centers or homes) where at least 25% of the children in care receive payments from FIA. CDA scholarship eligibility is based on the family income of the individual provider. **Applications must be completed and returned to the Michigan 4C Association Office by August 31, 1998.**

Interested child care providers may call Shara Nelson at Michigan 4C Association at **1-800-95-4171** for an application for the CDA or accreditation scholarship.❖

INTERVIEWING AND HIRING: MAKING THE RIGHT CHOICE

Joanne Nordstrom, Director

Brucker Community Center, Saginaw County

Reprinted from Issue 10, Better Homes & Centers

One of the most difficult jobs of a Day Care Center Director is choosing the right caregivers to provide quality care for the children enrolled in the center. The staff is an important key to the success of a day care program. The following information is based on personal experience and, hopefully, will help center directors and home providers *make the right choice*.

Finding Applicants:

List your center in the local telephone directory. It is often a good source for bringing in prospects. Any type of advertising about the program will usually spark the interest of some individuals to apply for a position as well.

Perhaps the primary source is through advertising day care vacancies, listing the qualifications necessary. This advertisement can be through local newspapers, colleges and universities, or any other source available to you.

The Applications:

The application is an important tool in making the right choice. It helps the director to determine if the applicant is a likely candidate for the interview. Include questions that pertain only to the needs of the center:

- Educational background
- Work history
- Special talents: music, singing, storytelling to name a few
- Physical examination record
- References
- Criminal history
- Available date

Screening the Applications:

Screen each application carefully. Content and clarity are very important. Complete and legible applications indicate that the applicant is organized, neat, prepared and has pride in the work she does. Consider the following questions:

- Is the job history stable – not sketchy or erratic?
- Does past experience relate to the expertise and education you need?
- Why did the applicant leave her last job?
- Does the applicant have any physical or health limitations?
- Does the applicant have a criminal history and/or object to being fingerprinted?

The Interview:

After screening the applications, set up interviews.

The interview should consist of three parts:

1. Tour and Orientation to the Center:

Introduce the candidate to the present caregivers and inform her of the program content and physical set up. This gives the candidate an

understanding of the program and makes the interview more comfortable. Be aware of the candidate's responses both verbal and visual. They may give you a clue to her interest in the center. This is also a good time to make the candidate aware of her responsibilities.

2. Interview Questions:

Ask detailed questions relating to the answers on the application:

- What specific training have you had relating to child care?
- Why do you want to work in a day care center?



3. What do you have to offer the program?
4. What kind of experiences have you had in working with children?
5. Are you willing to attend training seminars and conferences?
6. How would your past supervisors or your references describe you?
7. Include hypothetical situations and see how the candidate responds to them.



trained as to the rules and regulations of the program, center goals, how to work with parents, how to handle problems that may arise in working with children. Include experience working directly with children.

Incoming caregivers receive the following training in our center:

1. Incoming interview-The caregiver receives her “Child Caregiver Handbook” which includes all policies and procedures and center goals. Each item is presented and discussed with the interviewer.

2. Review tapes- New caregivers review tapes on a variety of topics.

3. Information Session:

Provide the candidate with information that will be helpful to her in deciding if she is truly interested in the program:

1. Wage/salary schedule
2. Work schedule
3. Physical exam and TB requirements
4. Benefits – if any
5. Notification of employment

Selection of Caregiver:

An important step in the selection process is to contact references listed on the candidate’s application. Once you have made the decision, adequate training, both introductory and ongoing, will assist in making this person the right choice.

Training:

The type and amount of training that can be offered by a center depends a great deal on the monies and resources available to them. An excellent resource for training is the Child Day Care Licensing staff. Another resource may be the Public Health Department and the 4C offices.

Training is important for the new caregivers as well as present caregivers. A new employee should be

variety of topics.

3. Hands on training- The new caregiver is then placed under the direction of a supervisor for a period of twelve (12) hours, broken down into four, three hour days. She gains experience in the infant and toddler program as well as the pre-school program. She is also trained to open and close the center.

4. Substitute list- All new caregivers are placed on our substitute list. As a new position opens, substitutes are placed according to seniority and substitute performance.

Each center has its own goals, its own staff expectations and its own budget to consider. The best a director can do is view the different techniques and try one or even design one that may meet the center needs. ❖



EMPLOYEE RIGHTS AND EMPLOYER RESPONSIBILITIES

Carole Grates
Primary Directions, Frankenmuth
Reprinted from Issue 10, Better Homes & Centers

Am I violating someone's civil rights by asking about criminal convictions and involvement in abuse or neglect? The Michigan Department of Civil Rights says no!

A *Pre-Employment Inquiry Guide* published by that department lists lawful and unlawful pre-employment inquiries. It is unlawful to inquire about arrest. It is *not* unlawful to inquire about convictions or any pending felony charges.

The guide also says employers may ask for adequate information on employment applications which will aid them in making a good selection. This information must reflect the specific job requirements and pertinent skills required to perform a particular job.

The Civil Rights Act (Public Act 453) prohibits discrimination based on religion, national origin, age, weight, sex or marital status. A spokeswoman for the department made it clear, however, that the Act does not prohibit discrimination based on criminal convictions or involvement in abuse or neglect, especially when the job in question is the care of children.

What do I do when the applicant answers yes to either of these questions?

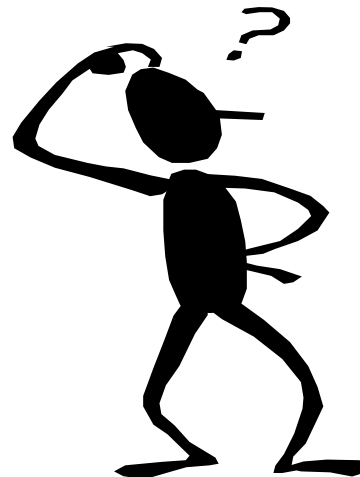
The best course of action is to offer the person an opportunity to explain the circumstances of the conviction or involvement in abuse or neglect. This should be handled in a face-to-face interview. Remember you are looking for evidence that this person is suitable to provide care that will be beneficial to the welfare of the children in your care.

After the applicant has had an opportunity to present the facts surrounding the incident, you should take the following factors into consideration when making your hiring decision:

1. The circumstances surrounding the incident.
2. The length of time since the incident.
3. The severity of the incident.
4. The evidence of the applicant's rehabilitation.
5. The relationship of the incident to the job as caregiver.

Crimes involving violent acts, threats of violence or sexual offenses indicate a lack of suitability. Other crimes may indicate a lack of suitability and you will have to decide each case as it is presented to you.

Careful hiring includes checking references and indepth interviewing. Investing the time in the initial process pays off in the long run with competent caregiving staff and a quality program. ❖



JOB DESCRIPTION AND EVALUATION

Sr. Margaret Marie Clifford in collaboration with Gerri Napoli, Director,
St. Mary's Child Care Center, Saginaw County
Reprinted from Issue 10, Better Homes & Centers

Next to the children, the most important component of a day care facility is the staff! They must be caring, concerned and trustworthy. How do you make it happen? How do you know it happens even when you're not around?

First of all, staff has to know what is expected of them. Every employee has to understand what is to be accomplished, the acceptable ways to accomplish it, and how she will be evaluated. Setting standards, evaluating performance in comparison to the standards, planning for improvement and timely feedback are integral components of assuring quality care.

Setting Standards

Standards are criteria for measuring performance according to state, professional and facility guidelines. A well written job description defines your standards for each position. At minimum it should include at least position title, minimal qualifications for education, experience and knowledge, duties and responsibilities, and chain of command. Upon initial inquiry or interview, the applicant knows what you expect to be accomplished. "No surprises" encourages communication and a trusting environment. We expect the staff to relate to parents and children openly. Should we expect the same from ourselves in dealing with our staff?

Evaluating Performance

Once standards are defined in the job description, the next step is to measure actual performance against those standards. When the standards are clear and communicated, the performance evaluation is easier. Gather information for the evaluation on a continual basis, not the day before the evaluation. Document strengths as well as weaknesses.



For example, Ann teaches sound nutritional habits by eating with the children and talking about food at mealtimes; Marge was late on March 2, 16, and 28. Specific instances noted as a pattern of behavior reinforce the evaluation. Don't surprise your employees with the news that a certain behavior is unacceptable for the first time during the evaluation.

Set a specific uninterrupted time aside for the evaluation process. You may want to distribute a copy of the evaluation form to the staff for a self-appraisal. In this way, each employee *reviews* the form prior to the meeting and evaluated her performance against the standards. Sharing this evaluation with you allows you to know how she feels about herself and her performance.

Donald Kirkpatrick in *How to Improve Performance Through Appraisal and Coaching*, 1982, notes the following principals:

- Establish and maintain rapport.
- Clearly explain the purpose of the interview.
- Encourage talking.
- Listen and don't interrupt.
- Avoid confrontation and argument.
- Focus on performance, not personality.
- Focus on the future, not the past.
- Emphasize strengths as well as areas to improve.
- Conclude on a positive note.

Planning for Improvement

When weaknesses are identified, look at them as opportunities for improvement. Be specific in your expectations. Tell employees *who* does *what* *when* and make sure it is understood. Telling an employee that her appearance is unacceptable may mean to her that jeans are not acceptable work attire when you're really saying, "I want you to be clean when you come to work."

Timely Feedback

Nothing breeds success like success. When an opportunity arises for complimenting, do it! All of us respond to a pat on the back or a "well done! I really appreciate your concern." Most people are more open to suggestions for improving performance after having received earlier positive reinforcement.

These techniques will help you to maintain rapport with the most important component of your child care facility next to the children – your staff. ❖

EMPLOYEE HANDBOOK AND COMPANY MANUAL PROCEDURES

Lora LaBean, Manager
Happy Elephant Child Care Centers
Flint, Lansing, Grand Rapids

An employee handbook and policy manual is necessary whether you have two employees or 100. A handbook with an established set of written policies, expectations and requirements makes the job easier for everyone. Each employee should receive her own copy of the written policies. A written handbook is only as effective as its implementation. Written policies not enforced or enforced when convenient, turn the supervisor into someone who is disrespected. On the other hand, written policies consistently adhered to and enforced, create an atmosphere of respect and stability. A policy important enough to put in writing is important enough to enforce.

An employee handbook is as individual as each program that it is written for. It should be clear and concise and contain at least the following:

1. **Introduction Statement**- Tell the employee your philosophy and the structure of the business itself.
2. **Employment Requirements**- List the records that are necessary and training that must be received or updated.
3. **Policies and Practices**- State what is expected of the employee and what the employee can expect from you.
4. **Dress Code**- Detail exactly what can or cannot be worn.
5. **Child Discipline Policy**- Provide a clear and concise description of how discipline is to be handled with children.
6. **Injury (of employee)**- Indicate where and when to report.
7. **Hours of Work**- State normal hours, days closed, work schedule, pay periods, procedure to request time off, policy for absenteeism and tardiness.
8. **Employee Job Description**- State exactly what is expected. Example: "Employee must greet each child, parent and visitor as they arrive. Always say, 'Good morning' or 'Good afternoon'."
9. **Health Practices and Policies**- Describe policies and procedures regarding child arrival, meal service, illness, hand washing, sanitizing, toileting, diapering and other health issues.
10. **Child Pick Up Policy**- Describe the policy for release of children to authorized adults.
11. **Program Rules**- State the rules that should be taught to children.
12. **Playground Rules**- State the expectations for staff as well as for children.
13. **Employee Disciplinary Procedure**- Explain how violation of program policies could result in disciplinary action. Let the employee know the grievance procedure.
14. **Employee Separation Procedure**- Explain all steps in termination by the employer or the employee.

Follow-through is the key to implementing successful practices and policies. Have the employees sign that they have received and reviewed the handbook. Follow up the handbook with a comprehensive training.❖



STAFF ALSO . . .

Carole M. Grates, Consultant
Primary Directions, Frankenmuth

Reprinted from Issue 41, Better Homes & Centers

. . . deserve to be protected from situations that may set them up for misunderstandings or false allegations. Allegations of child abuse affect everyone involved. It is important that those who provide child care take precautions to protect both children and staff. Children need to be assured of a safe place when parents are not available. Below are some suggestions that will help to keep children safe while assuring that staff are also protected.

Staff Policies

- Interview carefully and check references for anyone, volunteer or paid, who will have contact with the children.
 - Implement a staff screening program that asks staff about criminal convictions and involvement in abuse or neglect of children or adults.
 - Provide clearly written program policies to staff.
 - Provide peer supervision to one another. Assure that one staff person *is not* left alone with any one child or group of children.
 - Provide supervision at all times in all places (bathroom, nap room, outside).
 - Provide staff training on the signs of child physical and sexual abuse and child neglect.
 - Keep a daily written log of unusual incidents, accidents, injuries, or even of bruises that are seen on a child when he arrives.
 - Develop and implement a written policy regarding staff responsibility to report suspected child abuse or neglect. Include their legal and moral responsibility to report such abuse; the methods for reporting; and the possibility they may have to testify for the child.
- Inform parents about the policy regarding staff responsibility to report suspected child abuse or neglect.
 - Provide a daily opportunity for parents to talk with the child's primary caregiver and/or the director.
 - Involve parents in the planning and operation of the program through advisory and work committees.
 - Provide clearly written program policies to parents.
 - Provide admission interviews and orientation sessions to encourage questions and answer concerns.
 - Provide written accident reports to parents as well as verbal reports of an accident.

While these will not assure that abusive situations will never happen, they are practices that will provide better protection for children. They will also give staff a feeling of confidence that it is all right to hug children without worrying that they are compromising their position of authority. ❖



Parent Policies and Practices

- Have an open door policy that never excludes parents from visiting at any time.

WHEN YOU ARE THE STAFF: PERSONNEL MANAGEMENT

Janet A. Everingham

Family Day Care Provider, Washtenaw County

Reprinted from Issue 10, Better Homes & Centers

As a family day care provider, I have found it necessary to institute some ways to evaluate myself and my home setting. This has been necessary so that I can measure my effectiveness as a day care provider and improve my program.

When a problem arises in my day care, it is sometimes difficult for me to determine where the problem lies: is it with the child, the provider or the setting? Since I usually work alone and am so close to the children, I find it difficult at times to be objective when things are not going well. For this reason, I have found it necessary to include other adults in my day care on a regular basis. My assistant, other day care providers, and my husband have all played important roles in evaluating my day care home.

My assistant works one morning a week and provides an assessment of the interaction she observes between the children, and gives me an idea on how the children's behavior is different from when I'm around. She also gives me an unbiased opinion on how my own child works in the group.

Planning activities with other day care providers has offered a good way to observe each other's children and the interaction between provider and child. Other providers have helped me look closely at my relationship and attitudes with the children and have helped me solve problems because of the similarity in our experiences. By combining two groups, I have also seen how children get along with new children and with children of different ages. This has been especially helpful with children who have had problems getting along in a day care setting and who do very well in another setting. I then look closely at what is happening in my day care and what I can do to make things better for *everyone!*

My husband perhaps offers the most candid appraisal of my day care. He can gauge how well things are going in the day care by how I am doing. He offers insight into ways to make my job easier and helps me evaluate my role as a day care provider. He knows my day care children well, and he occasionally substitutes for me. This helps give me a break and helps him appreciate the difficult job I have.

Most jobs have a built-in system to evaluate work performance, but in family day care there is no such system. Because I take my job seriously and know my job is an important one, I have found the need to impose some ways of self-evaluation in the day care. At times it has been difficult to accept the "constructive criticism" of others, but by keeping in mind the best interest of the children I watch, I know I need the opinion of others to do this effectively. ❖



RESOLVING STAFF CONFLICT

Pat Sargent

Licensing Consultant, Wayne County

Reprinted from Issue 34, Better Homes & Centers

As program directors begin their jobs, they expect their days will be spent working with children, collecting tuition, scheduling staff, and other responsibilities. Most underestimate how much of the time they will be called upon to resolve staff conflicts.

As a novice program director with a new Master's Degree in Early Childhood Education, I had been pumped full of Piaget but was sadly lacking in personnel management training.

In early childhood settings people come to their jobs with a variety of backgrounds. Most are very nurturing people and when a conflict arises with a co-worker they want the situation fixed but usually aren't inclined to deal with the other person directly. The same people who teach children to "use your words to tell your friend how that makes you feel" are reluctant to use their own. Often the problem then lands in the director's lap.

Initially I listened to whatever the complaint was and would go to the other person and try to communicate the problem as I had heard it. I then listened to that person's view of the conflict. This procedure resulted in a lot of "I didn't say that but she said ..." and very little conflict resolution. As a program director I needed to understand what role I should play in these situations. I needed to determine when my intervention was really needed and when the problem was best handled by the people directly involved.

Over time I developed policies for dealing with staff conflicts that seemed to work for all of us. If a problem had an impact on the health and safety of the children, I would intervene directly. However, most staff conflict involved those situations where one person felt dumped on by another whom she perceived as not doing her share. In those cases I learned that my role should be limited to helping the person clarify for herself what the complaint was and urging her to be assertive enough to approach her co-worker. If she chose not to carry through, the alternative was to go on putting up with the frustrating behavior.

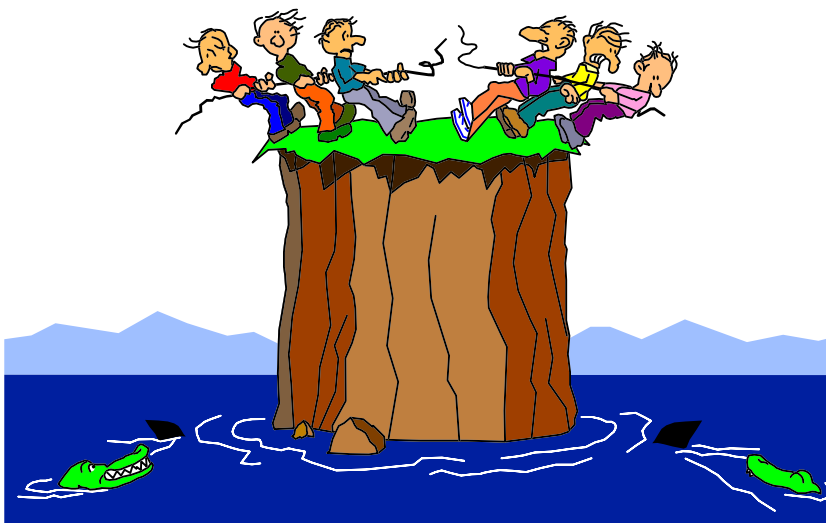
I was not willing to be the fixer of all problems, but I was willing to be present when the two met to keep

them focused on the issues. Each person was urged to state the problem as she saw it and tell the other what she felt needed to happen.

Initially they almost always wanted my presence. Gradually we

got to the point where I heard about most situations only after they had come to a solution that was satisfactory to both parties.

Over time, we all became aware that resolving conflict did not have to be a negative experience. If one staff member approached another early in a situation and talked simply about the problem without attacking the person, a resolution could usually be reached without too many hurt feelings. In essence, we learned that the principles we taught the children about dealing with conflict do work — no matter what your age. ❖



THIS ISN'T WORKING OUT, SO NOW WHAT CAN I DO?

Debbie Weadock, Educational Coordinator
Michigan Child Care Center, Inc.
Saginaw County

As you hire staff and begin the process of interviewing, checking references, and orienting each new staff, you assume that this staff person will be “just what you are looking for.” After all, you have interviewed this person, carefully checked references, and even observed her working with young children. You have provided this new staff member with a complete orientation, thoroughly reviewed the job description (a signed copy is in her individual file), introduced her to the parents and children, and now feel comfortable with this person assuming responsibility in your program.

The truth is that not everyone you hire will be “just what you are looking for.” All staff need guidance and ongoing feedback as a tool to control their own performance. But what do you do if there are serious concerns about a staff member's performance?

If you have observed behavior that is of concern or a parent has brought to your attention a concern, discuss the situation with the person, in private, and in a timely manner. Do not wait to see if it happens again; chances are it will. Remember to focus on the behavior that is of concern; give the person the opportunity to suggest ways to change or improve, in addition to your own suggestions. Depending on the severity of the concern, the first reprimand may be verbal. Any staff member in question should be carefully observed and provided with feedback regarding her performance.

If the problem continues or others surface, a written reprimand is in order. Document the situation that occurred, state the concern and what steps need to be followed for improvement. At this point, written documentation is very important. Again, in private, discuss the situation with the staff member, requiring her to sign and date the documentation. Provide

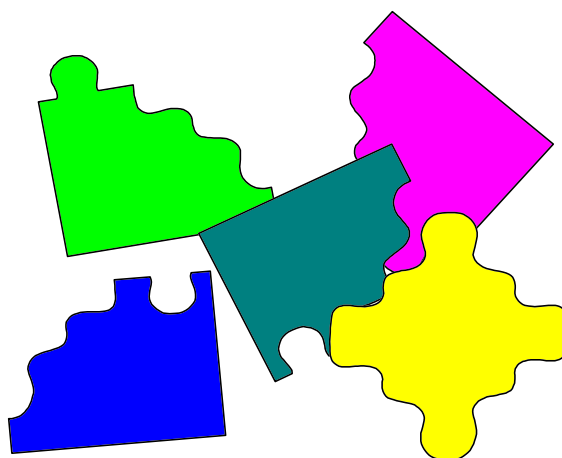
solutions and ideas for improvement. These steps may allow a staff member to improve her job performance and continue her employment.

Three written reprimands are grounds for termination or the separation of your relationship. However, there may be problems or behaviors that are so severe that they require immediate termination, such as harming a child or jeopardizing children's safety.

If you work in a program with an assistant director, or other administrator, it is recommended to have that person present at the termination meeting. Have your documentation ready, state the problem, its continued occurrence, and your decision to terminate your employment relationship. Request that this staff member sign the documentation, although anticipate that she may refuse. At this time the staff member may gather her belongings and leave.

Document what occurred at the termination meeting and file, along with other documentation, in the staff member's individual file. Remember, staff files should be kept in a locked drawer, inaccessible to others.

As a supervisor, your careful observations and ongoing communication with staff may help to minimize potential problems before termination is required.❖



RESOURCES: STAFF MANAGEMENT

Adult and Children's Alliance, 2885 Country Drive,
Suite 165, St. Paul, Mn. 55117-2621, Telephone:
1-800-433-8108.

Child Care Information Exchange, P.O. Box 2890,
Redmond, Wa. 98073-2890, Telephone: 1-800-221-
2864.

Growing Teachers, Elizabeth Jones, Editor; Na-
tional Association for the Education of Young Chil-
dren.

Michigan Association for the Education of Young
Children, 4572 S. Hagadorn Rd. #1-D, East Lansing,
Mi. 49923-5385, Telephone: 517-336-9700.

Michigan 4-C Association, 2875 Northwind Dr.,
Suite 200, East Lansing, Mi. 48823, Telephone:
1-800-950-4171.

National Association for the Education of Young
Children (NAEYC), 1509 16th Street NW, Wash-
ington, DC 20036-1426, Telephone: 1-800-424-
2460.

National Center for Early Childhood Workforce, 733
15th NW, Washington, DC 20005, Telephone: 1-
800-U-R-WORTHY.

**Teachers Coaching Teachers: Development from
Within**, Patricia Clark Scollan, Child Care Infor-
mation Exchange, November 1987.

Texas Child Care Quarterly, 4029 Capital of Texas
Highway S., Suite 102, Austin, Tx. 78704-7920.

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Please send articles for
consideration in
future issues to:

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Lansing, MI 48909

